### Clinical Career Ladder Behaviors, Clinician 1-4 View

*Blue, bolded, italicized font indicates the differentiation from the level below.*

<table>
<thead>
<tr>
<th>Summary Statement: The following information summarizes behaviors associated with each clinical level.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinician 1</strong></td>
</tr>
<tr>
<td>Entry-level professional nurse, focused primarily on developing knowledge and skills.</td>
</tr>
<tr>
<td>Provides safe patient care at a basic level and shows growth in ability to care for increasingly complex patients.</td>
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<tr>
<td>Requires consultation with more experienced clinicians and benefits from feedback.</td>
</tr>
<tr>
<td><strong>A BSN is required for any clinician hired into or applying for advancement to the Clinician 3 level on or after 4/1/2015.</strong></td>
</tr>
<tr>
<td><strong>A Nursing Specialty Certification is required for any clinician hired into or applying for advancement to the Clinician 4 level on or after April 1, 2013.</strong></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Clinician 1 Meets Expectations</th>
<th>Clinician 2 Meets Expectations (Clinician 1 Exceeds Expectations)</th>
<th>Clinician 3 Meets Expectations (Clinician 2 Exceeds Expectations)</th>
<th>Clinician 4 Meets Expectations (Clinician 3 Exceeds Expectations)</th>
<th>Clinician 4 Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleague: Learning to demonstrate respectful communication with all members of the team. Identifies role models of effective communication to emulate.</td>
<td>Colleague: Supports healthy work environment by demonstrating respectful verbal and non-verbal communication with all team members (Do not gossip or engage in gossip. Share criticism constructively and privately. Resolve differences 1:1.). Seeks assistance for help with challenging communication.</td>
<td>Colleague: Supports healthy work environment by demonstrating respectful verbal and non-verbal communication with all team members. (Do not gossip or engage in gossip. Share criticism constructively and privately. Resolve differences 1:1.). Seeks assistance for help with challenging communication.</td>
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</tr>
<tr>
<td>Address behavior that does not support respectful environment.</td>
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<td>Mediates conflict, educates coaches, facilitates use of external resources.</td>
</tr>
<tr>
<td>Clinician 1 Meets Expectations</td>
<td>Clinician 2 Meets Expectations (Clinician 1 Exceeds Expectations)</td>
<td>Clinician 3 Meets Expectations (Clinician 2 Exceeds Expectations)</td>
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<tr>
<td>Patient and Family</td>
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<tr>
<td>• Demonstrates emerging</td>
<td>•Delivers culturally sensitive care using resources to meet</td>
<td>•Delivers culturally sensitive care using resources to meet</td>
<td>•Delivers culturally sensitive care using resources to meet</td>
<td>•Delivers culturally sensitive</td>
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<tr>
<td>awareness of culturally</td>
<td>unique needs of the patient and family. Recognizes situations</td>
<td>unique needs of the patient and family and serves as a</td>
<td>unique needs of the patient and family and serves as a resource</td>
<td>care using resources to meet</td>
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<tr>
<td>sensitive care by identifying</td>
<td>in which personal bias may influence action.</td>
<td>resource for others. Recognizes situations in which personal</td>
<td>resource for others. Recognizes situations in which personal</td>
<td>unique needs of the patient and</td>
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<tr>
<td>and using resources.</td>
<td>• Includes the patient/family in the goal setting/planning/</td>
<td>bias may influence action.</td>
<td>bias may influence action.</td>
<td>family and serves as a resource.</td>
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<tr>
<td>Critically reflects on</td>
<td>implementation and delivery of care. Assesses impact of</td>
<td>• Includes the patient/family in the goal setting/planning/</td>
<td>• Includes the patient/family in the goal</td>
<td>Recognizes situations in which</td>
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<tr>
<td>situations in which personal</td>
<td>family dynamics.</td>
<td>implementation and delivery of care. Assesses impact of family</td>
<td>setting/planning/implementation and delivery of care. Assesses</td>
<td>personal bias may influence</td>
</tr>
<tr>
<td>bias may influence actions.</td>
<td>• Provides education based on unique learning needs</td>
<td>dynamics.</td>
<td>impact of family dynamics. Coaches others in strategies for</td>
<td>action.</td>
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<tr>
<td></td>
<td>assessment (values, beliefs, barriers, readiness). Uses</td>
<td></td>
<td>patient/family inclusion and actively participates in</td>
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<td></td>
<td>teach-back to determine effectiveness and modifies strategies</td>
<td></td>
<td>development and/or promotion of structures/processes for</td>
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<td></td>
<td>as needed.</td>
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<td>improvement.</td>
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<tr>
<td>Care Coordinator:</td>
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<td>o Serves as a point of</td>
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<td>contact for the patient</td>
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<td>providing guidance,</td>
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<td>negotiation, and advocacy</td>
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<td>within health system and</td>
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<td>community.</td>
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<td>• Recalls rules of practice</td>
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<td>to include patient/family</td>
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<td>in planning and implementation</td>
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<td>of care.</td>
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<td>Identifies potential</td>
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<td>impact of family dynamics.</td>
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<tr>
<td>• Beginning to identify unique</td>
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<td>learning needs based on</td>
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<td>values, beliefs, barriers,</td>
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<td>and readiness to learn.</td>
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<tr>
<td>Learning to use teach-back to</td>
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<td>evaluate effectiveness</td>
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<td>of education.</td>
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Expert Caring encompasses clinical assessment, planning, prioritizing, coordinating and implementation of care.

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<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>• Relies on preceptor, EMR, colleagues’ to direct them to evidence –based clinical assessment resources. Also considers patient/ family input.</td>
<td>• Uses evidenced based clinical assessment techniques, instruments, tools, available data, information and knowledge relevant to the situation to identify patterns and trends, which influence practice responses.</td>
<td>• Identifies ethical situations and initiates resources as appropriate to address. Recognizes situations in which personal bias may influence action.</td>
<td>• Uses evidenced based clinical assessment techniques, instruments, tools, available data, information and knowledge relevant to the situation to identify patterns and trends, which influence practice responses. Serves as a resource and coaches others to develop assessment skills.</td>
<td>• Uses evidenced based clinical assessment techniques, instruments, tools, available data, information and knowledge relevant to the situation to identify patterns and trends, which influence practice responses. Serves as a resource and coaches others to develop assessment skills. Synthesizes complex assessment skills/tools and partners with experts to evaluate/ enhance patient assessment.</td>
</tr>
<tr>
<td>• Learning to plan, coordinate and prioritize patient care activities patient care activities according to level of practice and work complexity. Progresses from low acuity and simple patient assignments to higher acuity and more complex assignments. Learning to demonstrate time management skills. Recognizes own limitations.</td>
<td>• Plans, coordinates and prioritizes patient care activities considering patients’ unique needs in collaboration with interprofessional team, including consult recommendations.</td>
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<td>• Plans, coordinates and prioritizes patient care activities considering patients’ unique needs in collaboration with interprofessional team including consult recommendations.</td>
<td>• Identifies ethical situations and initiates resources as appropriate to address. Recognizes situations in which personal bias may influence action. Facilitates communication with and provides support to team members to address. Participates in and/or leads implementation of structures/processes in practice setting that proactively identify ethical situations and deploy resources. Exemplifies appropriate engagement and moral agency when advocating and influencing patients, families, peers and superiors.</td>
</tr>
<tr>
<td>• Seeks guidance and appropriate direction when considering decision about delegation. Learning to effectively and respectfully communicate and delegate.</td>
<td>• Practices according to skill level and work complexity, with accuracy and confidence. Demonstrates time management skills.</td>
<td>• Practices according to skill level and work complexity, with accuracy and confidence. Demonstrates flexibility in time management to manage changing priorities. Coaches and supports others to plan, coordinate and prioritize.</td>
<td>• Practices according to skill level and work complexity, with accuracy and confidence. Demonstrates flexibility in time management to manage changing priorities. Coaches and supports others to plan, coordinate and prioritize.</td>
<td>• Plans, coordinates and prioritizes patient care activities considering patients’ unique and patient population needs in collaboration with interprofessional team including consult recommendations.</td>
</tr>
<tr>
<td>• Learning to maintain safety and continuity of care using methods such as documentation, hand-off tools/processes, etc.</td>
<td>• Delegates appropriately (see ANA/NCSBN joint position statement) and respectfully, seeking guidance as needed.</td>
<td>• Delegates appropriately (see ANA/NCSBN joint position statement) and respectfully, coaching others to optimize delegation.</td>
<td>• Delegates appropriately (see ANA/NCSBN joint position statement) and respectfully, coaching others to optimize delegation.</td>
<td>• Proactively initiates organizational efforts to improve planning, coordination and prioritizing.</td>
</tr>
<tr>
<td>• Demonstrates time management skills.</td>
<td>• Maintains safety and continuity of care using methods such as documentation, hand-off tools/processes, etc.</td>
<td>• Maintains safety and continuity of care by role modeling and coaching use of</td>
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<td>• Delegates appropriately (see</td>
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Expert Caring encompasses clinical assessment, planning, prioritizing, coordinating and implementation of care.

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<tr>
<th>Care Coordinators:</th>
<th>methods such as documentation, hand-off tools/processes, etc.</th>
<th>efforts to improve planning, coordination and prioritizing.</th>
<th>ANA/NCSBN joint position statement</th>
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<tr>
<td>• Coordinates transitions across continuum to improve and maintain health and evaluates related outcomes.</td>
<td>• Coordinates transitions across continuum to improve and maintain health and evaluates related outcomes.</td>
<td>• Delegates appropriately (see ANA/NCSBN joint position statement) and respectfully, coaching others to optimize delegation.</td>
<td>• Maintains safety and continuity of care by role modeling and coaching use of methods such as documentation, hand-off tools/processes, etc. Evaluates processes and outcomes of organizational practices.</td>
</tr>
<tr>
<td>• Identifies and coordinates with community resources.</td>
<td>• Identifies and coordinates with community resources.</td>
<td>• Maintains safety and continuity of care by role modeling and coaching use of methods such as documentation, hand-off tools/processes, etc. Evaluates processes and outcomes of organizational practices.</td>
<td></td>
</tr>
<tr>
<td>• Identifies actual and potential barriers that may prevent access to care and facilitates resolution.</td>
<td>• Identifies actual and potential barriers that may prevent access to care and facilitates resolution.</td>
<td>• Identifies actual and potential barriers that may prevent access to care and facilitates resolution.</td>
<td></td>
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Empowered Leaders demonstrates knowledge of and actively participates in shared governance.

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<tr>
<td>• Can describe and identify shared governance. Encouraged to participate at the local level. Beginning to identify their role as a member of the PNSO.</td>
<td>• Actively participates (attends meetings, reviews minutes and provides constructive feedback, helps with pre-work or follow up work) in shared governance at the local and/or regional level.</td>
<td>• Actively participates (attends meetings, reviews minutes and provides constructive feedback, helps with pre-work or follow up work) in shared governance at the local and/or regional level and leads or coaches colleagues’ participation at local and/or regional level. Coaches others in understanding of PNSO structure.</td>
<td>• Actively participates (attends meetings, reviews minutes and provides constructive feedback, helps with pre-work or follow up work) in shared governance at the local and/or regional level and leads or coaches colleagues’ participation at local and/or regional level. Actively facilitates communication with other practice areas and leaders. Coaches others in understanding of PNSO structure and facilitates communication between local and central shared governance work.</td>
<td>• Actively participates (attends meetings, reviews minutes and provides constructive feedback, helps with pre-work or follow up work) in shared governance at the local and/or regional level and leads or coaches colleagues’ participation at local and/or regional level. Actively facilitates communication, implementation and engagement with/in other practice areas and leaders. Coaches others in understanding of PNSO structure and facilitates communication between local and central shared governance work.</td>
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Quality Achievement includes adherence to clinical documentation guidelines, comprehension of outcomes data, engagement in performance improvement activities and commitment to standard work.

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<tbody>
<tr>
<td>• Seeks mentorship, rules and procedures that govern nursing documentation</td>
<td>• Adheres to nursing documentation guidelines.</td>
<td>• Adheres to nursing documentation guidelines and serves as a resource to others in use of EMR. Identifies opportunities for system improvement and communicates them via appropriate channels. Identifies practice gaps in (local area).</td>
<td>• Adheres to nursing documentation guidelines and serves as a resource to others in use of EMR. Identifies opportunities for system improvement and communicates them via appropriate channels. Partners with other areas to assist with system improvements. (Change agent/spread).</td>
<td>• Adheres to nursing documentation guidelines and serves as a resource to others in use of EMR. Identifies opportunities for system improvement and communicates them via appropriate channels. Partners with other areas to assist with system improvements. (Change agent/spread).</td>
</tr>
<tr>
<td>• Learning to recognize, assess and report patient safety concerns</td>
<td>• Assesses, identifies and reports patient safety concerns using appropriate resources. Addresses immediate safety concerns.</td>
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</tr>
<tr>
<td>• Able to locate area quality metrics/outcomes and improvement activities</td>
<td>• Identifies area and organization quality metrics/outcomes and improvement activities. Actively engages in discussion, activities related to area goals and identifies personal role in achieving outcomes.</td>
<td>• Incorporates evidence-based standard work into practice, participates in validating adherence to standard work and Provides feedback.</td>
<td>• Identifies area and organization quality metrics/outcomes and improvement activities. Participates in problem solving activities.</td>
<td>• Identifies area and organization quality metrics/outcomes and improvement activities. Participates in problem solving activities.</td>
</tr>
<tr>
<td>Care Coordinator:</td>
<td>• Identify population specific nurse-sensitive quality metrics/outcomes that may include:</td>
<td>• Incorporates evidence-based standard work into practice, participates in validating adherence to standard work. Provides feedback and uses findings to assess area trends.</td>
<td>• Coaches others in understanding of area and organization quality metrics/outcomes and improvement activities. Identifies area safety trends and barriers and leads problem solving activities. Partners with area leaders to implement safety solutions and evaluate process and outcomes.</td>
<td>• Coaches others in understanding of area and organization quality metrics/outcomes and improvement activities. Identifies area safety trends and barriers and leads problem solving activities. Partners with area leaders to implement safety solutions and evaluate process and outcomes.</td>
</tr>
<tr>
<td>• Identify population specific nurse-sensitive quality metrics/outcomes that may include:</td>
<td>o Increased access to services</td>
<td></td>
<td>• Partners with area leaders to implement safety solutions and evaluate process and outcomes.</td>
<td>• Partners with area leaders to implement safety solutions and evaluate process and outcomes.</td>
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<tr>
<td>o Reduction in time from assessment/diagnosis and commencement of treatment</td>
<td>o Decreased LOS</td>
<td></td>
<td>• Articulates area data.</td>
<td>• Articulates area data.</td>
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<tr>
<td>o Decrease in ED visits</td>
<td>o Decrease in readmission</td>
<td></td>
<td>• Articulates knowledge of area data.</td>
<td>• Articulates knowledge of area data.</td>
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Care Coordinator:

- Articulates knowledge of area data.
| Quality Achievement includes adherence to clinical documentation guidelines, comprehension of outcomes data, engagement in performance improvement activities and commitment to standard work. | Evaluates patient and population goals through the continuum of care and at transitions. | assessment/diagnosis and commencement of treatment
- Decreased LOS
- Decrease in ED visits
- Decrease in readmission | practice, participates in validating adherence to standard work. Provides feedback and uses findings to assess area trends, and leads standard work development across like areas. Care Coordinator:
- Identify population specific nurse-sensitive quality metrics/outcomes that may include:
  - Increased access to services
  - Reduction in time from assessment/diagnosis and commencement of treatment
  - Decreased LOS
  - Decrease in ED visits
  - Decrease in readmission | Incorporates evidence-based standard work into practice, participates in validating adherence to standard work. Provides feedback and uses findings to assess area trends, and leads standard work development across organization. Support internal and external dissemination and adoption of new evidence based standard work. Care Coordinator:
- Identify population specific nurse-sensitive quality metrics/outcomes that may include:
  - Increased access to services
  - Reduction in time from assessment/diagnosis and commencement of treatment
  - Decreased LOS
  - Decrease in ED visits
  - Decrease in readmission | Evaluates patient and population goals through the continuum of care and at transitions. | Evaluates patient and population goals through the continuum of care and at transitions. |
Lifelong learning encompasses professional development through formal education, professional certification, internal and external learning opportunities and recognizes the value of external professional organizations. Supports onboarding of new team members and precepts as applicable.

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<tr>
<td><strong>Demonstrates commitment to culture of lifelong learning:</strong></td>
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<tr>
<td>- Is exposed to information about professional certification, BSN goals and current performance.</td>
<td>- Can identify local and org. PD goals for BSN and professional certification.</td>
<td>- Coaches others in understanding of local and org. PD goals for BSN and professional certification.</td>
<td>- Coaches others in understanding of local and org. PD goals for BSN and professional certification.</td>
<td>- Coaches others in understanding of local and org. PD goals for BSN and professional certification.</td>
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<tr>
<td>- Identifies potential mentor to develop skills and abilities.</td>
<td>- Can identify professional certification relevant to practice/patient population and steps to become certified.</td>
<td>- Holds BSN degree.</td>
<td>- Holds BSN degree and supports colleagues in achieving BSN degree.</td>
<td>- Holds BSN degree and supports colleagues in achieving BSN degree.</td>
</tr>
<tr>
<td>- Is exposed to professional organizations that pertain to nursing discipline and practice area/specialty.</td>
<td>- Identify resources for professional organization membership that pertain to nursing discipline and practice area/specialty.</td>
<td>- Has achieved and maintains own professional certification.</td>
<td>- Has achieved and maintains own professional certification, and actively promotes professional certification of colleagues.</td>
<td>- Has achieved and maintains own professional certification, and actively promotes professional certification of colleagues.</td>
</tr>
<tr>
<td>- Participates in the Nursing Residency Program and earns 3 academic credits.</td>
<td>- Seeks internal and external experiences, opportunities, and/or mentorship to develop skills &amp; advance knowledge, abilities, in clinical practice or performance improvement.</td>
<td>- Maintains membership in an external professional nursing organization.</td>
<td>- Maintains membership in an external professional nursing organization and shares information with colleagues.</td>
<td>- Maintains membership in an external professional nursing organization and shares information with colleagues.</td>
</tr>
<tr>
<td>- Precepts (as applicable) nurses and team members. Promotes welcoming environment and supports assimilation. Identifies learning needs in collaboration with orientee. Develops, implements, and evaluates teaching plan. Communicates with manager and documents validated skills and developmental goals.</td>
<td>- Shares educational findings, experiences, and ideas with peers through shared governance meetings, presentations and other appropriate venues.</td>
<td>- Seeks internal and external experiences, opportunities, and/or mentorship to develop skills &amp; advance knowledge, abilities, in clinical practice or performance improvement.</td>
<td>- Shares educational findings, experiences, and ideas with peers through shared governance meetings, presentations and other appropriate venues.</td>
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<tr>
<th>Evaluates teaching plan.</th>
<th>Opportunities to address those gaps.</th>
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<tbody>
<tr>
<td>Communications with manager and documents</td>
<td>Precepts (as applicable) nurses and team members.</td>
</tr>
<tr>
<td>Validated skills and developmental goals.</td>
<td>Promotes welcoming environment and supports assimilation.</td>
</tr>
<tr>
<td>Role models and serves as mentor for preceptors.</td>
<td>Identifies learning needs in collaboration with orientee.</td>
</tr>
<tr>
<td>Identifies challenging orientees and collaboratively develops interventions.</td>
<td>Develops, implements, and evaluates teaching plan.</td>
</tr>
<tr>
<td>Communicates with manager and documents validated skills and developmental goals. Role models and serves as mentor for preceptors.</td>
<td>Identifies and coaches others to identify challenging orientees and collaboratively develops interventions.</td>
</tr>
</tbody>
</table>

External experiences, opportunities, and/or mentorship to develop skills & advance knowledge, abilities, in clinical practice or role performance. Shares educational findings, experiences, and ideas with peers through shared governance meetings, presentations and other appropriate venues. Mentors others and develops learning opportunities and disseminates to other areas and departments. Evaluates effectiveness of education offerings.

- Precepts (as applicable) nurses and team members. Promotes welcoming environment and supports assimilation. Identifies learning needs in collaboration with orientee. Develops, implements, and evaluates teaching plan. Communicates with manager and documents validated skills and developmental goals. Role models and serves as mentor for preceptors throughout organization. Identifies and coaches others to identify challenging orientees and collaboratively develops interventions.
Lifelong learning encompasses professional development through formal education, professional certification, internal and external learning opportunities and recognizes the value of external professional organizations. Supports onboarding of new team members and precepts as applicable.

<table>
<thead>
<tr>
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<th>collaboratively develops interventions. Participates in development of area or organization orientation programs and preceptor development.</th>
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Innovation is demonstrated by application of technologies that support patient care, actively seeking to implement evidence based practice and new knowledge generated by nursing research.

<table>
<thead>
<tr>
<th>Clinician 1 Meets Expectations</th>
<th>Clinician 2 Meets Expectations (Clinician 2 Exceeds Expectations)</th>
<th>Clinician 3 Meets Expectations (Clinician 2 Exceeds Expectations)</th>
<th>Clinician 4 Meets Expectations (Clinician 3 Exceeds Expectations)</th>
<th>Clinician 4 Exceeds Expectations</th>
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<tbody>
<tr>
<td>• Identifies appropriate and approved technology in the delivery of patient care</td>
<td>• Demonstrates competent use of technology in the delivery of patient care.</td>
<td>• Demonstrates competent use of technology in the delivery of patient care and serves as resource and provides trouble shooting support to others.</td>
<td>• Demonstrates competent use of technology in the delivery of patient care and serves as resource and provides trouble shooting support to others. Participates in education of others in implementation of others in implementation of new technology as applicable.</td>
<td>• Demonstrates competent use of technology in the delivery of patient care and serves as resource and provides trouble shooting support to others. Participates in education of others in implementation of others in implementation of new technology as applicable. Contributions to organizational decision-making and design of technology solutions. Evaluates implementation outcomes.</td>
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<tr>
<td>• Uses technology for patient-care related use only</td>
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<tr>
<td>• Identifies, conducts and presents a meaningful EBP project in order to complete Nurse Residency Program</td>
<td>Demonstrates knowledge of evidence-based clinical resources.</td>
<td>Demonstrates knowledge of evidence-based clinical resources and coaches others to find and employ resources. Identifies needs for additional resources. Actively engages with area nursing research at UVA (as applicable).</td>
<td>Demonstrates knowledge of evidence-based clinical resources and coaches others to find and employ resources. Identifies needs for additional resources. Participates in development of new resources.</td>
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</tr>
<tr>
<td>• Appropriately poses questions to understand current processes and encourage change</td>
<td>Demonstrates openness to change by actively seeking knowledge and information needed to adopt change. Uses positive communication and role modeling to promote understanding of change to colleagues.</td>
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<td>Demonstrates openness to change by actively seeking knowledge and information needed to adopt change. Uses positive communication and role modeling to promote understanding of change to colleagues. Actively addresses colleagues demonstrating resistance to change.</td>
<td>Demonstrates openness to change by actively seeking knowledge and information needed to adopt change. Uses positive communication and role modeling to promote understanding of change to colleagues. Actively addresses colleagues demonstrating resistance to change. Incorporates methods/strategies to facilitate new behaviors.</td>
</tr>
</tbody>
</table>

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